Research Proposal of the Thesis Entitled

EFFECTIVE IMPLICATION OF RTE ACT 2009; A SOCIO-LEGAL ANALYSIS IN THE DISTRICT OF PALGHAR, MAHARASHTRA

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1. INTRODUCTION

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, enacted on April 1, 2010, under Article 21A of the Indian Constitution, mandates free and compulsory education for children aged 6–14. Historically, education in India was a privilege for the elite until the 19th century, with limited progress during British rule despite Article 45 of the Constitution aiming for universal education within ten years of its adoption.

The RTE Act represents a significant step toward realizing this vision, aligning with global standards like Article 26 of the 1948 Universal Declaration of Human Rights. This study focuses on the socio-legal implications of the RTE Act in Palghar, a district in Maharashtra's Konkan division and part of the Mumbai Metropolitan Region since 2014, examining its effectiveness amidst local challenges.

2. HISTORICAL BACKGROUND OF RTE:

The evolution of the Right to Education (RTE) in India traces back to the National Education Policy of 1968, followed by significant updates in 1986 and 1992, which emphasized education as a fundamental right. Landmark judicial decisions, such as Mohini Jain vs. State of Karnataka (1992) and Unnikrishnan, J.P. vs. State of Andhra Pradesh (1993), reinforced this by interpreting education as implicit under Article 21, read with Directive Principles like Articles 41 and 45. The 86th Constitutional Amendment in 2002 formalized this right, culminating in the RTE Act, 2009, passed by Parliament in August 2009 and enforced from April 2010. The Act, supported by Model Rules, aimed to ensure free and compulsory

education for children aged 6–14. Despite over a decade of implementation, challenges persist nationally and in regions like Palghar, Maharashtra, prompting this socio-legal analysis.

3. REVIEW OF LITERATURE

Karnavati University offers higher education; the following is a literature review on RTE for the PhD degree research on Issues and Challenges in Realizing Right to Education:

Existing literature on the RTE Act highlights both progress and challenges. The 2017 study by the Centre for Budget and Policy Studies (CBPS), commissioned by UNICEF, revealed that while Maharashtra outperforms national averages in literacy and school enrollment, disparities persist, with only 50% literacy among tribal populations and significant rural-urban divides. Pirani and Nayak (2022) identified infrastructural and administrative challenges in Zilla Parishad schools in Palghar, while Radiowala and Molwane (2021) underscored barriers for rural women in accessing education. Jaseena (2011) found gender differences in RTE awareness among M.Ed. trainees, and Premlakshmi (2011) noted varying perceptions of the Common School System among teachers. However, these studies lack a focused socio-legal analysis of RTE implementation in specific districts like Palghar, particularly regarding stakeholder awareness and legal enforcement. This research fills this gap by examining Palghar's unique context.

4. SCHOOL EDUCATIONAL SCENARIO IN PALGHAR

Educational endeavors have always had minimal public support in India. Underutilization of money and policy errors are also common. Both concerns are troublesome. Education should be equitable for all, regardless of socioeconomic status, gender, or position. The Central Government, state governments, and the people must acknowledge the importance of education and work toward it.

The Maharashtra government has prioritized basic education for nearly its entire history. Since statehood, this has been true. The 2011 agreement states that the state's literacy rate is 82.34%. The rural literacy rate is 77.01% while the urban rate is 88.69%. In addition, Maharashtra received a Level III Performance Grading Index (PGI) grade for school education in 2019-20. Level I is the highest score and Level X the lowest. States and union territories perform in 70 variables to determine these scores, which people attain. Maharashtra has improved 5–10% from the 2018-19 PGI score. Clearly, Maharashtra is performing well in education.

5. SELECTION OF RESEARCH TOPIC

In the Doctor of Philosophy (Ph.D.) programe in the Karnavati University, Gandhinagar, a research problem is selected for research is **"Effective Implication of RTE Act 2009; A Socio-Legal Analysis in the District of Palghar, Maharashtra".**

6. SIGNIFICANCE OF THE RESEARCH

This study would be relevant because it would provide an understanding of the current state of RTE implementation in rural schools and teachers' and parents' knowledge and comprehension of RTE provisions in government schools in and around the study region. The concerns and challenges raised in the study will help

stakeholders become aware of their rights, actively participate in their enforcement, and implement this Act more effectively and productively to provide a higher-quality education for the children who are the intended recipients of this act. This will achieve study aims.

These constitutional modifications were made to the RTE Act of 2009: The Indian Constitution's Directive Principles of State Policy include RTE. This is true in essence. Article 45 contains a provision that says "The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years." The Constituent Assembly formally adopted this policy in November 1949. Article 41 also requires the state to defend the right to education "within the limits of its economic capacity and development." This required provision must be offered by the state.

RTE implementation issues are the first. Because it will help professionalize teaching, the law should also focus on parallel bodies like SCERT, SIEMAT, and DIET. It is (2). The Act lists minimal teaching credentials, but it's difficult to improve qualitative qualifications. Since the Act is an act. Insufficient teacher education institutions, foundations, concepts, resources, and methodologies for in-class development and beyond are to blame. Whether recognition is given or rescinded is not stated in the Act. Because it ignores quality and basic standards. This inquiry should discover further issues.

The following suggestions may improve RTE: Studies demonstrate that pupils' learning levels are declining, indicating that India's education system cannot meet goals. Public schools face difficulties including teacher absenteeism and a lack of teaching positions. Nepotism, corruption, and bribery occur during teacher transfers, school approval, and accreditation. This process has examples. The failed

examination approach just considered marks, not extra topic matter. About 65% of Indians are under 35. This group may be useful in reengineering our education system. One of the best ways to eliminate inequalities is via education, the only path that lasts. RTE can be improved by following these suggestions:

7. OBJECTIVE OF RESEARCH

While studying To some extent, India's basic education system has improved financing, access, enrollment, and infrastructure. Increased dropout rates, low attendance, and universal, equitable, and high-quality primary education for all school-aged children must also be addressed. This study examines RTE implementation in rural government schools and teacher, parent, and child knowledge and understanding. The landmark Right to Education Act (RTE Act) of India aims to provide quality elementary education to all. The current study's conclusions are based on the schools' actual state, experience, and genuine events, as well as observations and interactions with local government school teachers, parents, and students. Teachers, parents, and students' observations and views on the RTE Act's provisions helped examine awareness and comprehension. This study examines RTE implementation and instructor, parent, and student knowledge and comprehension. Eight years have passed since the RTE Act was passed, yet only enrollment and infrastructure have improved. States have made little progress in ensuring quality education for students. The same is true for stakeholder knowledge and understanding.

- This study examines whether India's first comprehensive elderly law,
- This study evaluates RTE, 2009 knowledge among Educational Officers, Heads, Teachers, Parents, and SDMC.
- assess the challenges of implementing the Right to Education Act of 2009 in India and Maharashtra.
- This study examines how well the Right to Education (RTE) has been implemented in Palghar, Maharashtra, in terms of free and compulsory primary education, authorities' responsibilities, and schools' and teachers' commitment.

- To offer the remedial steps that are essential to overcome the barriers that stand in the way of the implementation of RTE, An analysis of exploitation and various types of RTE was conducted in 2009.
- examine the implementation of various education rights acts and policies and compare them to national and international legislation.
- To examine RTE-related Acts and policies for gaps.
- specifically in Palghar District, to analyze Right to Education Act cases.
- To reference researchers and inspire future researchers to study locally.

8. RESEARCH QUESTIONS

Base on the research, the following Research Questions are formulated:

- How aware are Palghar's educational stakeholders of the RTE Act, 2009?
- What academic, administrative, and socio-economic barriers hinder RTE implementation in Palghar?
- How effectively is the RTE Act ensuring free and compulsory education in Palghar's schools?
- What role do NGOs and local forums play in supporting RTE implementation in Palghar?
- How do Palghar's RTE outcomes compare to Maharashtra and national benchmarks?
- What measures has the government taken to address RTE implementation challenges in Palghar.

9. SCOPE OF THE RESEARCH

This study focuses on the implementation of the RTE Act, 2009, in Palghar District, Maharashtra, analysing the socio-legal dimensions from 2010 (Act's enforcement) to 2023 (data collection period). It draws on significant court cases and educational data from Maharashtra and national contexts

10. DATA COLLECTION

The investigation is founded on both primary and secondary sources of information. Data collection was place during the years 2022 and 2023. Secondary data for the study can be gathered from a variety of sources, including but not limited to: cases, semi-governmental and non-governmental publications, professional publications, reports, newspapers, and online reports; libraries; national institutions; journals; and the internet.

11. ANALYSIS AND INTERPRETATION

As was said earlier, the primary and secondary statistical data that was gathered in relation to the research will be tabulated using the software programs MS Excel and PSPP or SPSS. The percentage method average tabulation and the (X2) chi-square test will be utilized, and tabulation and the relevant graphs will be created. Additionally, the study report will include a presentation of textual interpretation in addition to the tabulations and graphs that have been given.

After the data has been obtained, it will be tallied and categorized. For the purpose of data analysis, analytical methods such as cross-tabulation, analysis of variance (ANOVA) test, weighted average, and ranking analysis will be utilized.

12. SCHEME OF THE WORK

The entire research would be sought to be presented in five chapters, the chapterisation would be made on the basis of different characteristic features. Chapterisation is actually been made in the manner as follows:

Chapter I Conceptual Framework

This chapter deals the significance of the study is detailed and the aim and objective of the study is also stated. The hypothesis, the research methodology and tools used to test the hypothesis, Variables of the Study, Definitions of Technical Terms, Scope of the Study, the sources and the chapterisation is indicated in this chapter.

Chapter II Review of Literature

It includes the review of the literatures of the proposed study. For the benefit of discussion the existing literatures will be reviewed into three perspectives - 1. Studies Related to RTE Awareness, 2. Studies Related to RTE Implementation and 3. Studies Related to Challenges.

Chapter III RIGHT OF CHILDREN TO EDUCATION

It deals the meaning and definition of education, child and other words of relevant to the research, introduction of Right to Education Act, Salient features of RTE Act-2009, Functions of RTE Act-2009, Adaptation of RTE Act-2009 in Maharashtra and Palghar, Implications of RTE Act in Maharashtra and Palghar

Chapter IV Data Analysis and Interpretation

It analyses and interprets the performance of provisions of Right to Education Act-2009 to check the validity of the hypothesis made.

Chapter V Summary, Finding and Suggestion

This chapter includes the Conclusion and Recommendations based on the study made from the background circumstances to the analysis of the enabling law.

13. LIMITATIONS OF THE RESEARCH

It is not said that the current study is both comprehensive in every way and devoid of any restrictions in any way. There are a number of significant constraints, including the following:

Palghar District will be the location where the sample cases will be collected, and the research has been limited to an in-depth examination of the Right to Education Act-2009 in India, specifically in the state of Maharashtra province.

The research does not make any attempt to analyze the various models of performance evaluation that are used for the other acts and instances.

Every single piece of information that will be used in the study is secondary data, and it will be gathered from instances that have been published or unpublished, as well as yearly reports that are pertinent to the study.

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